

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Bridges PCS

LEA Head of School Name: Olivia Smith

LEA Type: Elementary

Date Generated: 09/13/2021

Background and Purpose

The Office of the State Superintendent of Education (OSSE) asked all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2021-22 school year in order to communicate a detailed explanation of their plans to provide both a full 6-hour day of in-person instruction for all students five days a week and to offer distance learning under limited circumstances, including to students with medical certifications; to accommodate staff or students needing to quarantine; and in response to changes in public health conditions. Additionally, LEAs will use the CEPs to communicate to OSSE and the public their plan for supporting a **Safe Reopening, Student and Staff Well-Being,** and **Accelerated Learning.** For LEAs receiving ESSER III-ARP funds, the CEPs also satisfy US Department of Education requirements for developing plans for a safe return to in-person instruction and continuity of services, as well as plans for the use of ESSER III-ARP funds. **The plan below has been approved for these purposes.**

The CEP application was closely aligned to OSSE's [Guiding Principles for Continuous Education](#). These guiding principles are intended to help LEAs develop effective and equitable CEPs that support Safe Reopening, Student and Staff Well-Being, and Accelerated Learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity.

LEAs receiving ESSER III-ARP funds must update their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. LEAs not receiving ESSER III-ARP funds may choose to periodically update their plans based on the evolving nature of the District's response to the pandemic. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

Application Questions

Safe Reopening

1.B: Support Across Learning Environments

1. For LEAs serving PK-12 grades: Delivering Full-Time In-Person Learning: Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:

- **a. Whether the LEA can accommodate all students in person five days per week in its current physical space, and, if not, the LEA's plan for securing additional space; while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and**
- **b. Whether the LEA can accommodate all students in person five days per week with its current staffing levels, and, if not, the LEA's plan for securing additional staff; and**
- **c. The LEA's operational plan for providing time-limited distance learning in the following situations. Describe, in detail, student and staff schedules and the plan for distributing educational materials:**
 - i. For students or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance; and**
 - ii. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.**

a. Bridges PCS can accommodate all students in person five days per week in its current physical space.

b. Bridges PCS is hiring additional staff to support student learning acceleration, recovery, learning intention needs and health and safety needs. The schools HR department and members of the Operations and Administration are leading these hiring efforts. Additional staff have been hired as of the submission of this document and will continue into the summer and fall as needed.

c. In preparation for time-limited distance learning, BPCS will have available student chromebooks and pre-bagged educational supplies. Families may come to the school to obtain these items and for families unable to do so, our Family Engagement Specialist and Operations Team Members will drop off items to homes. If a classroom is being shut down and students are being sent home during the school day, technology and learning supplies will be distributed with students as they are picked up by their parents or guardians.

i. All BPCS staff have technology issued to them to accommodate distance learning. During this upcoming school year, devices will be in use while in person and will be brought home daily in the event of an exclusionary event. If notification is received to quarantine a cohort of students that are presently in the building, technology and supplies will be issued to students as they are dismissed. For those students not present in the building families in need of a device and/or supplies may come to the school to sign out technology and receive supplies. When a classroom staff person is excluded from being on-campus instruction is able to continue because rooms are staffed with Assistant Teachers and Co-Teachers. In addition, instructional coaches or substitute teachers will be brought in as needed. Depending on the staff persons status and health they may also be supporting instruction with students from home via the computer / Zoom.

ii. BPCS has an ample supply of chromebook tablets, chromebook notebooks and related technology resources in the event that a campus outbreak or community conditions may warrant a closure. Families will be able to obtain technology and supplies at the school or make arrangements for dropoff at their homes.

2. For LEAs serving PK-12 grades: Distance Learning for Students with Medical Certifications: Please share more about the LEA's plans to offer distance learning for students with medical certifications, including:

- **a. Who will deliver the LEA’s distance learning program for students with medical certifications (select one):**

- The LEA itself
- Another District LEA (please select name)
- One of a consortium or partnership of District LEAs sharing staff and/or resources to deliver distance learning (please select name(s) of partner LEAs)

- **b. How the LEA will deliver its distance learning program (select one):**

- Centrally at the LEA level
- By campus/at the school level
- Both (please describe the LEA’s approach)

- **c. District regulations require a 6-hour instructional day for all students. Describe the LEA’s approach to ensuring that students participating in distance learning receive comparable instructional time and coursework as students attending school in person, with access to real-time, synchronous instruction and support from teachers.**

At the time this application is due, we are currently exploring three options to ascertain which is the most appropriate for our student population. We are currently looking at three options: 1. LEA educational support; 2. Utilizing a consortium; or 3. Contracting with a sole provider. Once this is determined we can answer this question.

- **d. Describe how the LEA will ensure that students with medical certifications have access to the technology necessary to actively participate in distance learning environments;**

At the time this application is due, we are currently exploring three options to ascertain which is the most appropriate for our student population. We are currently looking at three options: 1. LEA educational support; 2. Utilizing a consortium; or 3. Contracting with a sole provider. Once this is determined we can more fully answer this question. All students enrolled at Bridges PCS who will be engaged in distance learning will receive a chromebook or tablet from Bridges PCS. Support for setting up internet access if the family does not already have it, or a hot spot if needed.

- **e. Describe how the LEA will continue to provide resources to families of students with medical certifications to support distance learning, including materials, set-up of effective spaces for learning and technology training for families; and**

At the time this application is due, we are currently exploring three options to ascertain which is the most appropriate for our student population. We are currently looking at three options: 1. LEA educational support; 2. Utilizing a consortium; or 3. Contracting with a sole provider. Once this is determined we can more fully answer this question. All students enrolled at Bridges PCS who will be engaged in distance learning will receive a chromebook or tablet from Bridges PCS. Support for setting up internet access if the family does not already have it, or a hot spot if needed. All families have access to weekly technology sessions held virtually in the evening in English and Spanish; over the phone technology support for school staff and our tech support company and can also come on-site to the school for support and training on technology use. Materials needed to support learning will be distributed each semester to families and when families have a need for additional materials or supplies they can request those directly from the school. The will distribute video for families on how to set up a learning space for students at home and will also have these videos on the school's website for reference for families.

- **f. Describe in detail the model for the distance learning program for students with medical certifications, including the instructional methods (e.g., student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) in the program.**

At the time this application is due, we are currently exploring three options to ascertain which is the most appropriate for our student population. We are currently looking at three options: 1. LEA educational support; 2. Utilizing a consortium; or 3. Contracting with a sole provider. Once this is determined we can answer this question.

Student and Staff Well-Being

2.A: Whole Child Supports

3. Describe the LEA's plan for supporting students' social-emotional, mental and behavioral health needs during continuous learning and school recovery, including:

- **a. How the LEA will provide opportunities for social-emotional learning, relationship building and mental health awareness for all students;**
- **b. How the LEA will screen and refer students for mental and behavioral health needs, whether the LEA will employ a universal screening approach, and how it will be implemented if so; and**
- **c. How the LEA will provide direct mental and behavioral health services for students in need.**

a. The LEA will utilize Second Step in classrooms PreK-5th grade once a week, monthly classroom guidance lessons by school wellness staff, and utilizing restorative practices to build relationships and provide opportunities for student social-emotional learning and mental health awareness.

b. The LEA will utilize our internal referral process where teachers and staff can refer a student for wellness services based on a variety of needs including mental health concerns, bullying, concerning behaviors, and limited access to technology or resources through an online referral system. The School counselor/School Social Worker will distribute the referrals to the appropriate individual. Parents can refer via phone from calls to the front desk. Additionally, staff will be able to refer students utilizing the LEAs internal Multi-Tiered Systems of Support (MTSS) process.

c. The LEA is in partnership with the Mary's Center. Mary's Center provides individual, group, and family

psychotherapy services. The LEA School Counselor/School Social Worker provides IEP behavioral and social support services and short term counseling to students, as well as grief and loss groups for students and families. Beginning the 2021-2022 school year, school clubs for all students will occur weekly in order to encourage social interaction. We are considering the following assessments to determine the social-emotional well-being of students when they return for the 2021-22 school year: School-wide needs assessment for teaching staff created by the school counselors, DBH and Child Trends survey for staff, students, and families, as well as use the EmpowerK12 survey results from the previous school year. Understanding at the student level how students are experiencing reentry into school is critical to our success overall. Based on student responses, our LEA is prepared to offer support through the following means: Select staff members will be participating in restorative justice training over the summer to prepare for the 2021-2022 school year. We will continue our MTSS process four different times throughout the school year. Wellness staff will continue to conduct professional development for all staff regarding trauma-informed practices as well as wellness office hours for additional support on individual classroom issues or concerns. These professional development opportunities and wellness office hours will continue into the 2021-2022 school year. With the assistance of the school counselors, behavioral techs, ABA coordinator, and Director and Assistant Director of Student Support Services, the school will continue to implement the behavior tier system. Bridges PCS will continue to partner with Mary's Center through our DBH grant to provide a community support worker for our families. Through this partnership we are able to provide resources for housing, food insecurity, clothing and household needs, legal assistance, medical care, academic support, childcare needs, and more. The school base mental health program at Mary's Center provided individual care coordination for students by providing self-care strategies for parents and increased self-efficacy for parents to assure students are in a safe and comfortable online learning environment from home. We will begin implementing clubs which will take place from 1:00-2:00pm on Fridays. These clubs will take place during the regular school day that way all students will be able to participate. The clubs will help encourage social interaction and will be inclusive for students in all classes and all abilities. Our students will participate in clubs on a weekly basis. The parents and the students will determine which club they would like to join. The clubs will be broken up into cohorts by grade including an ECE (PreK- Kindergarten) cohort, early elementary (1st-3rd grade), and an upper elementary (4th and 5th grade). This will give students the ability to interact with other students and further explore areas of interest to the student. We will continue to implement Second Step in classrooms PreK-5th grade once a week and monthly classroom guidance lessons by school wellness staff focusing on topics such as bullying, careers, friendship, mindfulness, and coping strategies for all students. Students in grades PreK- 2nd grade will participate in the Healthy Relationships Project Care for Kids prevention program. For students who are showing the need for more intensive, one-on-one support, the LEA will continue our partnership with Mary's Center Clinical Social Worker to provide individual, group, and family psychotherapy services. Our Bridges School Counselor/School Social Worker will provide IEP behavioral and social support services and short term counseling to students. We will also be implementing Grief and Loss groups for students and families. We will hold as many groups as is needed for our student body.

4. Describe the LEA's proactive approach to behavior and discipline that accounts for the challenge of transitioning from distance learning back to the school building, as well as how the LEA will use positive, relevant and developmentally appropriate discipline practices, including possibly using a trauma-informed and/or restorative justice framework for discipline.

The LEAs proactive approach Wellness staff have conducted professional developments for all staff regarding trauma-informed practices as well as wellness office hours for additional support on individual classroom issues or concerns. Safety Care training is provided for select staff. The school behavior committee developed a comprehensive behavior tier system and conducted professional development for staff implementation. The school will utilize Responsive Classroom as well as strategies from the Innovative Schools Summit around discipline with at-risk and struggling students. Our LEA is preparing to monitor behavior of students using a variety of positive, relevant and developmentally appropriate behavior modification approaches including: Bridges PCS will continue to provide positive behavior support using a PBIS model of discipline management. Students' behavior concerns will be tracked and logged using our school's Powerschool system. There will also be a Safety Care professional development for select staff. Our Wellness staff will continue to conduct professional developments for all staff

regarding trauma-informed practices as well as provide wellness office hours for additional support on individual classroom issues or concerns. Bridges PCS has created a staff behavior committee to develop a comprehensive behavior tier system and continues to conduct professional development for all staff to be trained on implementation. The committee will utilize Responsive Classroom strategies and strategies from the Innovative Schools Summit around discipline with at-risk and struggling students. Lastly, staff will participate in on-going professional developments throughout the year on ways to appropriately manage classroom behaviors

5. For LEAs serving PK-12 grades: Describe how the LEA will ensure access to nutritious food for all qualifying students regardless of their learning environment, either through meal service managed by the school and/or through referral to community resources.

1. On-going surveys of families to gauge access to healthy food and social-emotional support will be conducted.
2. The school will provide food distribution (breakfast, lunch and snacks) to families and additional food support over longer breaks, holidays and in the event of a quarantine event. Food distribution is for families whose student(s) attends school in person or are virtual.
3. The school's mental Health / Wellness team will referred families to Bread for the City's grocery delivery program and the Capitol Food Bank for food support throughout the school year
4. Students on campus will eat breakfast and lunch on campus in the assigned classroom cohort. Classroom staff will clean and disinfect the students' tables/desks/ chairs before food is served. Classroom staff will wash their hands upon wiping down the students' desks/chairs, and put on gloves. Students will wash their hands at the classroom sink. Upon completing lunch, students will individually discard their garbage and wash their hands. The garbage bin will be near the sink in the classroom. The students will return to their desks after the desk has been disinfected by staff.

2.B: Educator Wellness

6. Describe the LEA's plan for supporting teacher and staff social-emotional and mental health needs during continuous learning and school recovery, including:

- **a. Applicable professional development opportunities in the areas of trauma-informed practices, including grief and loss, to support educators' own social-emotional and mental health; and**
- **b. How the LEA might offer access to mental health supports for staff internally or through established partnerships with community organizations.**

a. Wellness will continue conducting professional developments for all staff regarding trauma-informed practices, offering self-care opportunities as well as wellness office hours for additional support on individual classroom issues or concerns. Wellness will also provide professional development on grief and loss to continue to support staff social and emotional health. Team Leads will be used to support planning and opportunities for staff to connect, feel valued and appreciated.

b. The LEA will provide self-care opportunities for staff, listening sessions during traumatic life experiences that are occurring in the area, wellness office hours for support, and referrals to the Mary's Center clinic for individual adult services outside of school. Our LEA plans to support teacher and staff social-emotional and mental health needs by making available the following to all interested staff: Wellness staff will continue to conduct professional developments for all staff regarding trauma-informed practices, offer self-care opportunities as well as wellness office hours for additional support on individual classroom issues or concerns. Wellness staff will hold listening sessions for individuals to express how they are feeling especially as major events occur throughout the 2021-2022

school year. We will offer self care opportunities for staff such as weekly journaling and meditation opportunities. Staff will also have the ability to participate in clubs to share an area of expertise with the students. For staff in crisis or needing acute care, such as grief, depression, or trauma, our LEA offers immediate support through self-care opportunities for staff, listening sessions during traumatic life experiences that are occurring in the area, wellness office hours for support, and referrals to the Mary's Center clinic for individual adult services outside of school. We also will continue to provide resources for outside therapy services, We also are providing on-site support through our ability to offer staff the opportunity to participate in academic and instructional coaching, mentorships, training opportunities for all staff based on their interests, participation in school wide clubs, as well as any other staff clubs individuals may want to initiate.

2.C: Family Engagement

7. Describe how the LEA will communicate with families about safe reopening, student well-being and accelerated learning, including:

- a. How the LEA will solicit and incorporate student/family feedback on these plans, both before the school year starts and consistently as the school year progresses;**
- b. How the LEA will communicate its CEP to families, specifically its approach to safe reopening, ensuring student well-being, addressing interrupted instruction, and accelerating learning, including how the LEA will reach families who speak a language other than English; and**
- c. How and when the LEA will communicate with families their student's status and progress with learning as informed by LEA-selected assessments.**

a. Our community of staff will solicit and incorporate student and family feedback on these plans through focus groups and surveys. The administration will guide families through the CEP and provide an opportunity for families to share feedback. Our team will solicit, review and incorporate feedback quarterly so that we can maintain a safe learning environment, especially during moments of interrupted instruction and accelerated learning.

b. Our LEA plans to communicate with families about safe reopening, student wellbeing, and accelerated learning clearly and consistently through meetings with the Principal, weekly Tuesday folder notifications, parent surveys, focus groups/listening sessions, monthly school wide newsletter, school website and during parent orientations. To meet the needs of our diverse community, details on these topics will be available in all languages that our community requires as indicated on student/Family Home Language Surveys. We will be using our bilingual Family Engagement Specialist to communicate with some of our families, we will utilize translators during parent meetings, and translate all written materials to provide language access regarding our plan. All parent meetings are done in English and Spanish. All written communication to families goes out in English and Spanish. We will be engaging our EL families and families of students with IEPs through the assigned family engagement specialist. These specialists will be able to build relationships with parents and provide support and information for families to connect with the school programming (administration, counselors, therapists, enrollment and Wellness).

c. In order to monitor student progress and adjust supports, our LEA has adjusted the school calendar and will be providing parents with a detailed assessment of their child's current progress in the first quarter. Teachers will prepare a detailed data analysis that will provide parents with their child's current academic status based on the beginning of year assessments. Parents will also receive a detailed academic/behavior progression plan for their child. Parents will then receive quarterly progress reports in order to track their child's academic progress.

2.D: Attendance and Re-Engagement

8. Describe the LEA’s approach to re-engaging students who were consistently less engaged with distance learning in the 2020-21 school year, including how the LEA is identifying these students and conducting individualized outreach to students and families to reengage them in learning in the 2021-22 school year.

In school year (SY) 2020-21, we identified students as being consistently less engaged with distance learning based on the following behaviors: student attendance; student work completion rate; student/family responsiveness to outreach; student grades; summative assessments; activity on-line; participation in class discussions and participation in school wide activities. Our data identified our EL students, and students with IEPs and 504 were less engaged in distance learning. All students had access to school-provided equipment by September 30, 2020 and technology issues were addressed on an on-going basis and when brought to staff’s attention. We contracted with an outside agency that would work directly with families to identify and solve technology issues as they arose. In May 2021, the LEA first began offering on-site learning options to students. We prioritized spots for disengaged students. Of those identified, approximately 5 % returned to on-site learning, leaving approximately 95% of students identified as consistently less engaged with learning in the 2020-21 school year.

For these students who were consistently less engaged with learning, the school is considering the following strategies utilizing family engagement specialists (bilingual and one with early childhood special education experience) to work directly with families to provide support and services. We will also provide ESY, EL after school tutoring, summer school, Saturday school and academic and social clubs to address social and emotional learning concerns.

The LEA will review data on student engagement on the following basis:

- Weekly through the Attendance Meeting
- Weekly Positive Phone Calls Home
- Weekly through the Wellness Team Meeting
- Quarterly through the Schoolwide Data Meetings
- Quarterly MTSS Meetings
- Quarterly Family Engagement Data Meetings
- Quarterly Parent Teacher Conference Attendance
- Monthly Parent Coffee with the Principal meetings

Parents will be notified through the schools website, weekly Tuesday Folder, Monthly Newsletter, monthly Principal Coffee meetings, teacher newsletter, parent conversations and Wellness Team notifications.

We will define consistently less engaged students as a student that misses more than 10% of instructional school days (18 days) that do not have a documented medical condition. We will make contact with families when students are absent:

3 Unexcused Days

- Family engagement specialists will make contact with families by phone call to ascertain barriers to student attendance and engagement

5 Unexcused Days

- Parents will receive written notification that there are five unexcused absences to notify them that they are close to ten absences and that we must notify CSFA.
- Family engagement specialists will reach out to families to ascertain barriers to student attendance and engagement.
- Family engagement specialists will request a meeting with families to discuss concerns.
- Outside social service agency (Show Up, Stand Out) to work to provide resources to families to support their attendance.

8 Unexcused Days

- Parents will receive written notification that there are eight unexcused absences to notify them that

they are close to ten absences and that we must notify CSFA. The school counselor and/or Social Worker will be included.

- Family engagement specialists will make contact with families to ascertain barriers to student attendance and engagement.
- Family engagement specialists will request a meeting with families to discuss concerns.
- Outside social service agency (Show Up, Stand Out) to work to provide resources to families to support their attendance.

10 or More Unexcused Days

- Parents will work with the school counselor and/or Social Worker.
- Family engagement specialists will reach out to families to ascertain barriers to student attendance and engagement.
- Family engagement specialists will request a meeting with families to discuss concerns. Parents will be notified of their child's engagement status through phone calls, in person meetings, virtual meetings and written notification from either the attendance team or the family engagement specialists.

Accelerated Learning

3.A: Set Clear Goals and High Expectations for All Students

9. How did the LEA adjust its approach to standards, curriculum, instruction, and assessments due to the pandemic in the 2020-21 school year? Please select all that apply:

- Taught fewer standards than in a typical school year / not able to teach all the standards
- Taught a narrowed or prioritized set of standards relative to a typical school year
- Did not adjust standards / Taught the same standards as a typical year
- Adjusted curricular scope
- Adjusted curricular sequence
- Did not adjust curriculum / followed same curricular scope and sequence as a typical year
- Adjusted types of assessments administered
- Adjusted assessment administration schedule and/or frequency
- Adjusted use of assessment data for planning instruction

10. Describe the LEA's approach to assessing the extent of interrupted instruction in the upcoming 2021-22 school year, including:

- **a. For which content areas do your schools plan to administer non-state summative assessments in the**

2021-22 school year?

- English language arts (ELA)
- Math
- Science
- English language proficiency

- **b. Which assessment tools the LEA will use to measure student learning and interrupted instruction throughout the 2021-22 school year for all grade levels, including details on the content areas and grade levels for which each will be used. This list of assessment tools may include, but is not limited to, diagnostic, screener, interim, benchmark, end-of-course and end-of-year assessments;**

The following are the assessments that will be administered during the 2021-200 school year to assess interrupted learning:

See supprting document section for chart of assements that will be administered.

- **c. A calendar or timeline showing when the LEA intends to administer each local assessment during the school year (please provide estimated date ranges if the calendar is not yet set);**

See supprting document section for a calendar or timeline showing when Bridges PCS intends to administer each local assessment during the school year.

- **d. Whether you set goals³ for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:**
 - i. Whether these goals are set by the assessment provider or are determined by the LEA; and**
 - ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and**

Goals and ELA: Our vision is for students to matriculate from our school to be able to persevere in the face of challenges to meet their individual academic goals. We monitor their progress towards meeting the goals as follows:

ELA

For ELA, we expect students in K-5 to meet their expected to meet or exceed their RIT (Ready for Instruction Today) growth goal set by the assessment provider in reading upon exiting the school. Monitoring progress will be

the same as last year. We will have weekly grade level planning meetings, quarterly data meetings, utilizing our MTSS process, use of Reading Interventionists, academic coaches, grade level team meetings EL coaches, job embedded professional development and throughout the year professional development.

Math

For math, we expect students in grades K-5 to meet or exceed their RIT (Ready for Instruction Today) growth goal set by the provider in mathematics upon exiting the school. Monitoring progress will be the same as last year. We will have weekly grade level planning meetings, quarterly data meetings, utilizing our MTSS process, use of Math Interventionists, academic coaches, grade level team meetings, job embedded professional development and throughout the year professional development.

Science

For science, we expect students in K-5 to meet or exceed their RIT (Ready for Instruction Today) growth goal set by the provider in science upon exiting the school. Monitoring progress will be the same as last year. We will have quarterly data meetings, utilizing our MTSS process, academic coaches, grade level team meetings, job embedded professional development and throughout the year professional development.

English language proficiency

For students who indicate that English is not their home language and who are classified as an English learner by OSSE's WIDA assessments, our goal is for them to reach full proficiency after approximately 4 year years through our SIOP. The lesson plan template will be revised to identify SIOP strategies. Additionally, EL teachers will continue to collaborate during common planning meetings to contribute to the development of lesson plans. EL teachers will use formative data from unit assessments as well as NWEA and the EL curriculum resource that will be acquired to monitor progress . We will have quarterly data meetings, utilizing our MTSS process, academic coaches, EL Coaches, grade level team meetings, job embedded professional development and throughout the year professional development.

- **e. How the LEA will use this non-state summative assessment data to monitor student progress and adjust instruction across learning environments throughout the 2021-22 school year, including whether and how this approach differs across schools, specific groups of students, content areas and/or grades; and**

The LEA will ensure equitable access to educational opportunities across learning environments by providing services to all students in the least restrictive learning environment based on student need as indicated by summative data results . The LEA will ensure that students with disabilities receive equal access to interventions by providing additional training for all special education and general education staff to ensure equitable delivery of instruction content and practices using intervention programs such as Wilson Reading and Zearn math. The LEA will also ensure that each student who receives those interventions in the least restrictive environment (and that accelerated or distance learning approaches are not used to place students in more restrictive environments) by adding instructional positions that support students in the areas of math and literacy while providing these services inside the general classroom setting. Our LEA will be using additional curriculum resources, namely Zearn math to provide targeted intervention based on summative data to support student learning in the least restrictive environment. For our EL students we are adding an additional instructional position to allow instruction to be conducted in a smaller group setting, offering after school tutoring and providing teacher training and implementation of teaching best practice strategies using the SIOP model. Students' progress will be tracked and monitored using quarterly data meetings and the MTSS process to inform decisions about student grouping, intervention services and instructional strategies.

The LEA will continue to support parent training for students receiving related services through distance learning by hiring additional staffing in the position of Family Engagement support for all students including students receiving RSP services. The school will engage students in Academic Parent Teacher Team meetings to discuss student progress and share data and receive feedback from families. Parents will also have support from the school's Wellness team to include the school counselors and partner services provided by the Mary's Center.

The LEA will take the following steps to ensure that family members with disabilities can access content to support their students' learning: 1) All information to families of students with disabilities will be shared using the home language spoken through translation services. 2) Families will be able to access student information through the learning management platform google classroom, as well as the parent portal on performance matters learning platform.

The following table provides an overview of our LEA's assessment schedule outside of the state required assessments (i.e. PARCC in English language arts and math, the state science assessment, and WIDA ACCESS tests). This schedule is subject to change, based on student need, usefulness of assessment data, and unexpected need to close on-site learning options for health reasons. See attachment of Assessment Calendar in supporting documents section.

- **f. For LEAs with students attending non-public special education schools: Please describe how you are collaborating with the non-public school to assess the extent of interrupted instruction for students.**

Students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit and to update IEPs as appropriate to ensure support designed to ensure access to accelerated learning. This will be done by reviewing progress reports, classroom assessments, and current baselines.

We currently have four students enrolled in non-public schools. They are enrolled in Frost- Shepherd Pratt, Center for Autism & Related Disorders Academy, Kennedy School, Ivymount, per OSSE's placement process. We collaborate with the various school(s) regarding disruptions in student learning that occurred in school year 2020-21 in the following ways: Meeting to discuss current educational programming needs, adjustments that may be needed to the Individualized Education Plan, Progress Reports, Classroom Assessments, Review of grade level assessments, and current baselines. Additionally, we collaborate with the families to ensure students' Individualized Education Plan's goals reflect this disruption. Families are invited to attend team-meetings with all members of the educational team including teachers, related service providers, special education coordinators, and LEA representatives. In addition, parents attend parent-teacher conferences, are provided with interpreters as needed, and provided with updates in regard to student needs in the form of progress reports.

3.B: Employing Intentional Strategies for Accelerating Learning

11. Describe the LEA's overall approach to addressing interrupted instruction and the need to accelerate learning for students in the coming 2021-22 school year, including how it will collect, analyze and use data from multiple sources to inform instruction.

The LEA has an extensive plan for assessing students through multiple means, monitoring their progress, and providing additional support. In addition, we will use Performance Matters and Ed Ops to collect, analyze and support our staff in addressing student learning needs. The lesson plan template will be revised in order to specifically address the needs of our English Learners (SIOP strategies) and our at-risk students (low income, students of color). Teachers will need to strategically plan to implement scaffolded lessons that will address the

learning needs of these students in order to increase achievement. In addition, the assessment plan includes diagnostic (why did it happen) analysis and professional development (e.g. grade level meetings, department meetings, whole staff meetings) and teacher support (e.g. coaching, protocols for looking at student work, data-analysis support, building walkthroughs).

12. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply):

• **a. Adjusted Scheduling**

- Adjusted class/block/bell schedules
- After-school programming
- Longer school day
- Longer school year
- Summer 2021 programming
- Summer 2022 programming
- School break/holiday programming
- Weekend programming (e.g., Saturday school)

• **b. Instructional Changes**

- High-dosage tutoring
- New curriculum purchase
- New intervention program or support
- New uses of staff planning time for accelerated learning
- New professional development for staff on accelerated learning

• **c. Staffing and Related Supports**

- Additional staffing

Additional vendor and/or community partner support

New hardware purchase

New software purchase

• **d. Other**

- **e. In the space below, please describe in detail the LEA's approach to implementing each strategy selected above and how it will accelerate student learning.**

See Bridges PCS Accelerated Learning Opportunities chart in the supporting documentation submission section.

13. Describe the LEA's approach to reviewing and revising its staff professional learning plan to account for lessons learned during the pandemic and to build skills for staff to meet new and emerging student needs around safe reopening, well-being and accelerated learning.

We are in the process of creating our staff professional learning plan to account for lessons learned during the pandemic and build skills for staff to meet new and emerging student needs around safe reopening, well-being, and accelerated learning. The process is being led by the Principal. We are identifying what worked well by looking at a variety of factors gathered through surveys, parent focus group meetings, teacher feedback and formative assessment results. Using information gleaned from school year 2020-21, we are planning on supporting teachers throughout the school year. Please see the year long professional development calendar here. Staff need training on formative assessment, student goal setting, data disaggregation and analyzing student work. Strategies will continue to be added to our repertoire once we understand students' actual needs after the start of the year. As the year continues, we will continue to respond to new and emerging student needs by utilizing results from interim assessments, student behavior logs, student engagement, student in-seat attendance, teacher feedback, parent surveys and focus groups.

14. Describe how the LEA plans to extend effective practices introduced during distance learning to enhance students' academic and/or social-emotional progress.

At this point, we have been able to identify the following strategies as being exceptionally helpful during distance learning and will be continued throughout the 2021-22 school year. We utilized virtual School Community Meetings where students and staff were acknowledged and celebrated. We will continue with School Community Meetings and introduce school wide clubs, providing additional software communication platforms and providing students with devices to access remote learning when needed. We also utilized Morning Meetings as part of Responsive Classroom, where students could connect with each other and share their thoughts and ideas on various topics. Both practices were identified as effective due to the large number of participants (students and families) that would participate in each of the above named activities. Students would log in to Morning Meetings,

but would not log into their assigned academic classes. Parents and families would join at the School Community Meetings to participate in the celebrations, but would not log into assigned academic classes. We will monitor our behavior logs, student and parent surveys and interim assessments to monitor the effectiveness of our social-emotional progress.

15. For LEAs serving students in grades 9-12: Describe how the LEA will adjust its approaches to credit attainment, recovery and support for postsecondary transitions to ensure all students are on track to graduate.

N.A.

3.C: Special Populations

Students with Disabilities

LEAs must include students with disabilities in the general application of these guiding principles. After doing so, LEAs are additionally responsible for reviewing and conducting the following activities to ensure the continued provision of a free appropriate public education (FAPE) to students with disabilities. OSSE encourages LEAs to conduct individualized review of student data to identify appropriate accelerated learning instructional approaches. LEAs should also consider whether or not a student's individualized education program (IEP) is designed to support accelerated learning and should engage families in information sharing regarding the LEA's plan for the delivery of accelerated learning, IEP services designed to support accelerated learning, and the delivery of FAPE.

16. Describe the LEA's plan to serve students with disabilities, including students the LEA has placed in non-public special education schools and students participating in distance learning, including:

- a. The steps the LEA will take to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit and to update IEPs as appropriate to ensure supports designed to ensure access to accelerated learning;**
- b. At the campus and LEA level, how the LEA will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities, and how LEAs will communicate those instructional approaches to families;**
- c. How the LEA will ensure equitable access to educational opportunity across learning environments, including how the LEA will ensure that students receive equal access to interventions and least restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments;**
- d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and**
- e. The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning.**

a. The LEA will take the following steps to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit: The LEA will review student progress reports, current grade level assessments. Special Education Coordinators (SECs) will conduct an extensive data review each student's baseline information to determine if compensatory services are appropriate. SECs will meet with parents and will utilize the IEP recovery sheet to determine services. The LEA will utilize the Family Engagement Specialist to provide families with support through and clarity around access to learning. The first month of school, all students with IEPs will be assessed utilizing the appropriate assessment tool for their needs. All parents will be notified of their child's baseline information in early October and an extensive educational plan will be developed to monitor progress to determine the need for comprehensive services. The LEA will ensure equitable access to educational opportunities across learning environments by limiting time for pull out services and moving towards a push-in model that would allow for a child to stay in the

classroom for the majority of the day. Teachers and co-teachers plan collaboratively on their lesson plans, where modifications and accommodations are built into their lessons. All general education teachers are trained on classroom modifications and small group instruction to provide equitable access. The LEA will be implementing intervention plans based on the individual academic needs of students.

b. The LEA will utilize data and the IEP recovery sheet to determine the individualized needs of students with disabilities. This information will be shared with parents in individual meetings that the SECs will have with parents. The LEA will utilize the Family Engagement Specialist to provide families with support through and clarity around access to learning.

c. The LEA will utilize data and the IEP recovery sheet to determine the appropriate accelerated approach for each student with a disability. This information will be shared with parents in individual meetings that the SECs will have with parents. In conjunction with the use of the IEP recovery sheet the LEA will also utilize the collaborative Placement Tool to ensure that students are placed in the least restrictive environment (LRE). The LEA will utilize the Family Engagement Specialist to provide families with support through and clarity around access to learning.

d. Bridges PCS will be using the following two options: 1. LEA educational support, partnership with another LEA and 2. Contracting with a sole provider for our student population.

e. The LEA will take the following steps to ensure that family members with disabilities can access content to support their students' learning: Bridges will offer family members with disabilities the following supports; Sign language Interpreter, arrange interpreters (ASL), use large print materials; communicate using person-friendly language; hold quarterly family information sessions and by offering weekly PTCs to provide families content information. Additionally, the LEA will take the following steps to update IEPs as appropriate to ensure supports design to ensure access to accelerated learning are made available to all students with disabilities:

Element	LEA Bridges PCS
How the need for accelerated learning for students with disabilities will be evaluated	<ul style="list-style-type: none"> - Formal and informal assessments (TouchMath, VB Mapp, GAP, Bridges in Math) - Classroom observation - Permanent product work samples
How appropriate services will be determined or designed for students with disabilities	<ul style="list-style-type: none"> - Formal and informal assessments - Classroom observations - Permanent product work samples
How accelerated learning will be scheduled and delivered to students with disabilities	<ul style="list-style-type: none"> - Summer school - Saturday School Academic Sessions - Homework Club - Remote RSP sessions during school breaks - High Dosage tutoring

<p>How instructional approaches used for accelerated learning of students with disabilities will be communicated to families</p>	<ul style="list-style-type: none"> - Weekly staff to parent emails - Monthly School Newsletter - Parent Teacher Conference weekly sessions with families - Quarterly Family Information Meetings
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The LEA will also ensure that each student is receiving those interventions in the least restrictive environment (and that accelerated or distance learning approaches are not used to place students in more restrictive environments) by reviewing the educational setting with the IEP team, limiting time for pull out services and moving towards a push-in model that would allow for a child to stay in the classroom for the majority of the day. The LEA will continue to support parent training for students receiving related services through distance learning by offering BOY surveys to families, create SY 21-22 calendar of parent training series, home programming for students and create opportunities for parents to observe sessions in real time to so they can learn new strategies for working with their child (may need to be done like once a month, rather than every session to allow for therapists to be flexible with their schedules and session planning).

17. For correctional facilities only: Describe the LEA/State Public Agency’s plan to serve students with disabilities in correctional facilities, including:

- **a. The steps the LEA/State Public Agency will take to ensure that students with disabilities in correctional facilities are assessed to determine the nature and extent of interrupted instruction on their receipt of educational benefit;**
- **b. How the LEA/State Public Agency will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities in correctional facilities, and how LEAs will communicate those instructional approaches to families;**
- **c. The steps the LEA/State Public Agency is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students’ learning;**
- **d. The manner in which the LEA/State Public Agency will deliver accelerated learning to students with disabilities during the 2020-21 school year and how LEA/State Public Agency will communicate those instructional approaches to families;**
- **e. How the LEA/State Public Agency is maintaining Individuals with Disabilities Education Act (IDEA) timelines in collaboration with families and documenting delivered IEP services in correctional facilities; and**
- **f. The manner in which the LEA/State Public Agency delivers specialized instruction and related services for students across all settings.**

N.A.

English Learners

18. For LEAs serving PK-12 grades: Describe the LEA’s plan to serve English learners, including students

participating in distance learning, including:

- **a. The LEA’s approach to screening English learners across all grade levels, including a system for re-screening students screened provisionally during distance learning and providing parent notification; and**
- **b. The LEA’s English learner program plans to provide effective language development and academic instruction that will accelerate learning for English learners across all learning environments, including what data the LEA will use to establish and monitor language learning goals for accelerated learning and how the LEA will determine if the student is making progress towards those goals.**

a. Bridges Public Charter School plans to serve English learners by utilizing push-in and pull out instructional models. Students with a score of 5 and above who have exited the program, EL teachers will monitor their progress and provide support as needed. Students who scored 4.9 and below will receive both push in and pull out a minimum of two times per week (30-45 minutes each session) support based upon their Listening, Speaking, Reading, Writing, Oral Proficiency, Literacy and Comprehension on the Wida Access 2.0:

XXXXXX CHART XXXXXX

Bridges Public Charter School also uses the Sheltered Instruction Observational Protocol (SIOP) framework with all teachers grades K-5. Bridges is focusing on Building Background Knowledge and Comprehensible Input to provide quality instruction for our EL students. We plan to make adjustments to our lesson planning template to incorporate intentional SIOP planning for teachers and utilizing data to monitor EL progress.

When students enter Bridges PCS, parents complete a home language survey. If the home language survey indicates potential ELL needs, the screening process will commence. English learners in grades K-5 will take the WIDA Screener within the first month of enrollment to determine their level of English proficiency based on the results of the home language survey. The results of this WIDA screener will indicate an English proficiency level of 1 through 6. If a student scores a level of 4.9 and below, it will indicate that the student is in need of further English language development and ELL services. Once we gather the results, the ELL department will mail the parents the results and will ask parents permission for placement into the school's ELL Program.

For students who were screened during distance learning and are currently Provisional English Language Learners (PEL), they will be re-screening within the first two weeks of the school year, using the WIDA screener in a one-on-one session and the results will determine their actual EL status.

For students who are medically fragile and, therefore, not attending school in person, they will be engaged in a one-on-one virtual screening. Once the student’s learning needs are understood, the student will receive English language instruction through: 1. LEA educational support; 2. Utilizing a consortium; or 3. Contracting with a sole provider. At the time this application is due, we are currently exploring all three options to ascertain which is the most appropriate for our student population.

b. Bridges PCS has created the following instructional plan in order to best serve ELs and accelerate the learning loss:

- Students will receive content-based language instruction in which English is taught through vocabulary (academic vocabulary) related to the content areas using the SIOP (Sheltered Instruction Observation Protocol) model; aimed at proficiency in English and academic achievement.
- EL data will be reviewed with instructional staff.
- All teachers will be trained in SIOP and the focus will be Building Background and Comprehensible Input.
- Students will receive Literacy-based instruction in which ELL teachers teach language goals based on the WIDA standards.
- EL teachers will collaborate with the regular education teachers to modify curriculum to enrich language development
- EL teachers will provide instructional materials to promote language development
- EL teachers will provide additional support to ELs students such as the intervention ELL program, in which students will be able to reinforce content and language skills in a one on one service

- Students will receive intensive small-group instruction and regular opportunities to develop written language skills based on their specific learning needs.
- Engage families and build on students' prior knowledge, including home languages and cultural assets
- EL students will be offered extended instructional time after school to enhance academic achievement.
- An afterschool program will be offered to ELs whose English proficiency level is 4.0 and below on WIDA.

Besides that, EL teachers will identify the areas in which students need more improvement and will create learning goals. This data will be shared with teachers and parents as part of the data disaggregation. WIDA screening, ACCESS for ELs assessment, NWEA and PARCC data and formative assessments will determine student progress towards the goals.

Continued monitoring of language acquisition will occur per our plan as described in question 10.

Effective Use of Funds in the 2021-22 School Year

- 19. LEAs receiving ESSER III-ARP funds only: Describe the extent to which and how ESSER III-ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent OSSE and DC Health [guidance](#) on reopening schools, in order to continuously and safely open and operate schools for in-person learning.**

Bridges PCS plans to spend the majority of the school's ESSER III- ARP funding on evidence-based interventions, as well as the academic, social / emotional and mental health needs of students, staff and families. If any funding will be used for prevention and mitigation strategies, they will be consistent with the most recent OSSE and DC Health guidance on reopening schools, in order to continuously and safely open and operate the program for in-person learning. See the chart included in supporting documents.

- 20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions⁶ to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.**

Bridges Public Charter School will be utilizing the following evidence-based interventions to address the academic impact of the loss of instructional time to respond to the academic, social, emotional and mental health needs of students. See the chart included in supporting documents. At least 20 percent of the school's allocation of ESSER III-ARP funds will be used for this purpose.

- 21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses⁷ of the funding.**

Bridges Public Charter School will spend its remaining ESSER III-ARP funds in a manner that is consistent with allowable use guidelines. See the chart included in supporting documents for the plan.

- 22. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will ensure that the interventions it implements to address the academic impact of lost instructional time will respond to the academic, social, emotional and mental health needs of students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students.**

Bridges Public Charter School will be utilizing the following interventions to address the academic impact of the loss of instructional time to respond to the academic, social, emotional and mental health needs of students

disproportionately impacted by the pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students. See chart included in supporting documents.

SY 2021-22 Continuous Learning Plan Assurance Statement

The LEA attests to the following statements regarding delivery of instruction:

- The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA's approved standards) in English language arts, math, and science across grades K-12.
- The LEA attests to completing the ELA curriculum materials survey coinciding with the submission of the CEP.

The LEA attests to the following statement regarding 2021-22 school year attendance:

- The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for 2021-22.

The LEA attests to the following statement regarding graduation and promotion for 2021-22:

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 220310 and/or in accordance with its charter agreement - if applicable.

The LEA attests to the following statements regarding serving students with disabilities, including students in non-public special education school settings (please check all boxes):

- Students with disabilities have equitable access to distance and in-person learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.
- LEAs will ensure timely completion of IDEA procedures, including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.
- LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout any periods of distance learning. Consistent and clear communication encourages parent and student participation in distance learning, in-person learning, recovery service delivery, and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes identification of strategies, systems and protocols to support implementation of all elements of recovery plans, as well as addresses overdue initial and reevaluations for eligibility, IEP revisions and all other IDEA-prescribed timelines delayed due to school closures.
- LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a baseline measurement for recovery service delivery, as well as strategies to address any identified student regression and loss of educational benefit. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.
- During the 2021-22 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of educational benefit for students with disabilities. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of interrupted instruction for students with disabilities.

The LEA attests to the following statements regarding serving English learners (please check all boxes):

- The LEA will ensure that English learner students are identified in a timely manner as required by state policies and guidance identified above.
- The LEA will develop a plan for ensuring continuity of its English learner program and services to all English learner students across both distance and in-person learning environments,
- The LEA will monitor implementation to ensure that English learner services and access to grade-level content classes are advancing English learners' language and academic goals.

The LEA attests to the following statement regarding technology:

- The LEA will ensure that, to the extent its distance learning program uses technology, each student will have access to a device and internet connectivity sufficient to fully participate in the school's learning program.

The LEA attests to the following statements regarding family, stakeholder and public engagement (please check all boxes):

- The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.
- The LEA has taken comments of the above-named groups into account in the development of the CEP.
- The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq
- The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2021-22 school year and provide families awareness of:
 - An accessible, family-facing description of their continuous education plan and health and safety plan for the 2021-22 school year, in an understandable and uniform format; and
 - Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.
- The LEA, if receiving ESSER III-ARP funds, will ensure publication on its web site, by June 24, 2021, their CEP from last school year (2020-21), if not already posted.
- The LEA, if receiving ESSER III-ARP funds, will update the 2021-22 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

The LEA attests to the following statement regarding locally administered assessments:

- The LEA ensures that the information reported herein is accurate to the best of its knowledge, and the LEA will ensure that it will administer assessments equitably to all students and will communicate the results of locally administered assessments to students' families.